Bishop Chadwick Catholic Education Trust

St Anthony's Girls' Catholic Academy

Policy type:	**School**
Policy:	**Tackling Extremism & Radicalisation Policy (Prevent Duty)**
Ratified by MAT Directors:	December 2020
Head Teacher signature:	M. Shepherd.
Chair of Directors signature:	Sr. M. Josepha
Review Date:	December 2019
Ownership:	M. Lanaghan (Deputy Head)

Tackling Extremism & Radicalisation Policy

(Prevent Duty)

This policy should be read with the following policies:

- **Child Protection Policy/ Safeguarding/Prevent Duty Policy**
- **Equality Policy**
- **Anti-Bullying Policy**
- **Behaviour and Discipline Policy**
- **PREVENT Strategy HM Gov**
- **Keeping Children Safe in Education DfE 2019**
- **Working Together to Safeguard Children HM Gov 2019**
- **E-Safety Guidelines Policy**
- **Bring Your Own Device Policy**

1. POLICY STATEMENT

St Anthony's is fully committed to the safeguarding and promoting the welfare of all its pupils. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. The Tackling Extremism and Radicalisation Policy sets out our radicalized or exposed to extremist views, by identifying who they are and promptly providing them with support.

2. LINKS TO OTHER POLICIES

The St Anthony's Tackling Extremism and Radicalisation Policy links to the following policies:

- Child Protection/Safeguarding/Prevent Duty Policy
- Equality Policy
- Anti-bullying Policy
- Behaviour and Discipline Policy
- E-Safety Policy
- Bring Your Own Device Policy

The following national guidelines should also be read when working with this policy:

- PREVENT Strategy HM Government
- Keeping Children Safe in Education DfE 2019
- Working Together to Safeguard Children HM Government 2019

3. AIMS AND PRINCIPLES

3.1 St Anthony's Tackling Extremism and Radicalisation Policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. We recognise that we are all well placed to be able to identify safeguarding issues and this policy clearly sets out how the academy will deal with such incidents and identifies how the academy ethos underpins our actions.

3.2 The objectives are that:

- All governors, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in the academy.
- All governors, teachers, teaching assistants and non-teaching staff will know what the academy policy is on tackling extremism and radicalisation and will follow the policy guidance swiftly when issues arise.
- All pupils will understand the dangers of radicalisation and exposure to extremist views:building resilience against these and knowing what to do if they experience them.
- All parents/carers and pupils will know that the academy has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

3.3 The main aims of this policy are to ensure that staff are fully engaged in being vigilant about radicalisation and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

4. DEFINITIONS AND INDICATORS

4.1 Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

4.2 Extremism is defined as the holding of extreme political or religious views.

4.3 There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These include:

- Spending increasing time in the company of other suspected extremists.
- Changing their style of dress or personal appearance to accord with the group
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause
- Possession of materials or symbols associated with an extremist cause
- Attempts to recruit others to the group/cause
- Communications with others that suggests indentification with a group, cause or ideology.
- Using insulting to derogatory names to other groups
- Increase in prejudice-related incidents committed by that person – these may include:
    - Physical or verbal abuse
    - Provocative behaviour
    - Damage to property
    - Derogatory name calling
    - Possession of prejudice-related materials
    - Prejudice related ridicule or name calling
    - Inappropriate forms of address
    - Refusal to co-operate
    - Attempts to recruit to prejudice-related organisations
    - Condoning or supporting violence towards others

5. PROCEDURES FOR REFERRALS

5.1 We believe that it is possible to intervene to protect people who are vulnerable. **Early intervention is vital** and staff must be aware of the established processes for front line professionals to refer concerns about individuals and/or groups. We must have the confidence to challenge, the confidence to intervene and ensure that we have strong safeguarding practices based on the most up-to-date guidance and best practice.

5.2 The Deputy Headteacher (Pastoral) and Senior Assistant Head are trained as Designated Senior Leaders for Child Protection and Safeguarding and will deal swiftly with any referrals made by staff or with concerns reported by staff.

5.3 The Deputy Headteacher (Pastoral) and Senior Assistant Head will discuss the most appropriate course of action on a case-by-case basis and will decide when a referral to external agencies is needed (see appendix 1 – Dealing with referrals)

5.4 As with any child protection referral, staff must be made aware that if they do not agree with a decision not to refer, they can make the referral themselves and will be given the contact details to do this.

6. GOVERNORS, LEADERS AND STAFF

6.1 The Deputy Headteacher (Pastoral) and Senior Assistant Head are the leaders for referrals to extremism and radicalisation.

6.2 Staff will be fully briefed about what to do if they are concerned about the possibility of radicalisation relating to a pupil, or if they need to discuss specific children whom they consider to be vulnerable to radicalisation or extremist views.

6.3 The Deputy Headteacher (Pastoral) will work in conjunction with the Headteacher and external agencies to decide the best course of action to address concerns which arise.

7. THE ROLE OF THE CURRICULUM

7.1 Our curriculum, Ofsted 2013 promotes respect, tolerance and diversity. Pupils are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.

7.2 Our PSHE provision is embedded across the curriculum. Assemblies underpin the ethos of the school. It is recognised that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect, and tolerance as well as setting high standards and expectations for themselves.

7.3 Children are regularly taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet.

8. STAFF TRAINING

8.1 Through INSET opportunities in school, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation: are aware of the process of radicalisation and how this might be identified early on and are aware of how we can provide support as a school to ensure that our pupils are resilient and able to resist involvement in radical or extreme activities.

9. ADDITIONAL MATERIALS

9.1 See appendix 2 for further reading

10. POLICY REVIEW

10.1 St Anthony's Tackling Extremism and Radicalisation Policy will be reviewed annually as part of

the overall Child Protection and Safeguarding policy review.

Appendix 1 – Dealing with referrals

We are aware of the potential indicating factors that a child is vulnerable to being radicalised or exposed to extreme views, including peer pressure, influence from other people or the internet, bullying, crime and anti-social behaviour, family tensions, race/hate crime, lack of self esteem or identity, prejudicial behaviour and personal or political grievances.

In the event of prejudicial behaviour the following system will be followed:

- All incidents of prejudicial behaviour will be reported directly to the Deputy Headteacher (Pastoral)
- All incidents will be fully investigated and recorded in line with the Behaviour Policy and records will be kept in line with procedures for any other safeguarding incident.
- Parents/carers will be contacted and the incident discussed in detail, aiming to identify motivating factors, any changes in circumstances at home, parental views of the incident and to assess whether the incident is serious enough to warrant a further referral. A note of this meeting is kept alongside the initial referral in the Safeguarding records.
- The Deputy Headteacher (Pastoral) will follow-up any referrals for a period of four weeks after the incident to assess whether there is a change in behaviour and/or attitude. A further meeting with parents would be held if there is not a significant positive change in behaviour.
- If deemed necessary, serious incidents will be discussed and referred to Sunderland Children's Services on 0191 5205560.
- In the event of a referral relating to serious concerns about potential radicalisation or extremism, the school will also contact Northumbria Police Counter Terrorism Unit.

Appendix 2 – Additional materials (Available in staffroom, on school website or by searching online)

- The Prevent Strategy, GOV UK – Home Office
- Keeping Children Safe In Education DfE 2019
- Working Together to be Safe: a toolkit to help schools Contribute to the Prevention of Violent Extremism was published in 2008 by the Department for Children, Schools and Families (DCSF), a predecessor of the Department for Education.